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ABSTRACT

Designed especially for relative novices in residential adult education conference and institute work, this annotated bibliography covers 29 books, periodical articles, and book chapters. These items have been chosen for practical application or theoretical significance to the evaluation of program design and content and of learning within programs. Also included are a 20-point attitude scale for evaluating meetings, followed by 14 other evaluation instruments originally developed for use by program participants at Washington University, Georgia Institute of Technology, and the Universities of Missouri, Nebraska, Michigan, Indiana, Connecticut, Colorado, and British Columbia. (LY)

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ANNOTATED BIBLIOGRAPHY ON

PROGRAM EVALUATION IN RESIDENTIAL ADULT EDUCATION

(CONFERENCES AND INSTITUTES)

EDITED BY

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PROJECT OF

RESEARCH COMMITTEE
CONFERENCE AND INSTITUTE DIVISION
NATIONAL UNIVERSITY EXTENSION ASSOCIATION

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P R E F A C E

The conferences and institutes dimension of higher adult education is now well established in North American institutions and is still rapidly expanding. The C & I staff is increasingly gaining in professional expertise in program planning and management, as well as in general administration. The evaluation of program design and especially of the learning process, however, is still lagging behind in sophistication. Search of the literature for items pertaining to evaluation within the C & I framework only underscores this deficiency. The C & I Division Research Committee has compiled this annotated bibliography on evaluation in an attempt to assist especially the relative novice in C & I work in his search for increased proficiency in evaluating his programs. We trust that it will prove to be of some assistance also to the more experienced colleagues.

Criteria used in item selection:

1. The bibliography should consist of items relating to
   (a) Evaluation of program design and content
   (b) Evaluation of learning within a program

2. The bibliography should contain annotated entries for books, chapters in books, and articles in periodicals which have a direct and practical application or theoretical significance relating to evaluation within the scope of C & I activities.

3. An appendix should contain samples of appropriate evaluation instruments.

PART I: THEORY AND TECHNIQUES OF EVALUATION

1. Bloom, Benjamin S. (ed.). TAXONOMY OF EDUCATIONAL OBJECTIVES. Handbook I: COGNITIVE DOMAIN. New York: Longmans, Green & Co., 1956.

"This Handbook of the Taxonomy presents a hierarchical classification scheme which defines and orders cognitive educational objectives which emphasize the recall or recognition of knowledge and the development of intellectual abilities and skills. The continuum has six levels, which are, from lowest to highest: (1) Knowledge, which includes remembering terminology, facts, trends and sequences, principles and generalizations, and theories and structures; (2) Comprehension (the lowest level of understanding), which includes translation from one form of communication to another, interpretation of a communication, and extrapolation; (3) Application, the use of abstractions in concrete situations; (4) Analysis of a communication's elements, relationships, and organizational principles; (5) Synthesis, such as producing a unique communication or a plan; and (6) Evaluation, or judgments, in terms of internal evidence and external criteria, about the value of material and methods for given purposes.

This Taxonomy should help planners to specify objectives so that it becomes easier to plan learning experiences and prepare evaluation devices. Conference planners should also find it useful as a framework for thinking about program objectives."

Source: Annotated Bibliography on Residential Adult Education. Item No. 6

2. Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia. TAXONMY OF EDUCATIONAL OBJECTIVES. Handbook II: AFFECTIVE DOMAIN. New York: David McKay Co., 1964.

"This Handbook of the Taxonomy presents a hierarchical classification scheme which defines and orders affective educational objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. These are commonly expressed as interests, attitudes, appreciations, values, and emotional sets or biases. The continuum has five levels, which are, from lowest to highest: (1) Receiving, which includes awareness, willingness to notice something, and controlling attention; (2) Responding, including compliance, willingness to respond, and satisfaction in responding; (3) Valuing, which includes acceptance of, preference for, and committment to a value; (4) Organization, which includes conceptualization of a value, and organization of a value system; and (5) Characterization by a value or value complex (one's view of the universe or one's philosophy of life).

This Taxonomy should help planners to specify objectives so that it becomes easier to plan learning experiences and prepare evaluation devices. Conference planners should also find it useful as a framework for thinking about program objectives."

Source: Annotated Bibliography on Residential Adult Education. Item No. 27

3. Byrn, Darcie, ed. EVALUATION IN EXTENSION. Division of Extension Research and Training, Federal Extension Service, United States Department of Agriculture, 1962. 107 pp.

"The purpose of evaluation in Extension is to help obtain and interpret facts. The authors have written this manual to aid workers in the Cooperative Extension Service of the United States to be better able to understand and apply the principles and methods of evaluation. Examples are drawn from and the applications are made to the Cooperative Extension Service, but principles and methods discussed have application to extension-type education in other parts of the world and to other kinds of informal education. Extension evaluation means the use of the scientific approach in providing facts as a basis for making decisions, drawing conclusions, or forming judgements about the organization and conduct of extension work." (Foreword) The manual covers: Evaluation -- What It Is?; Evaluation in Extension Education; The Place of Evaluation in Extension; The Scientific Approach and Extension Evaluation; Goals and Objectives; The Place of Teaching Plan Analysis in the Evaluation Process; Evidence of Progress Toward Objectives; Identifying Problem Areas and Study Objectives; Sources of Data; Sampling; Methods of Collecting Data; Interviewing; Devices for Collecting Data; Construction of an Evaluation Device; Tabulation; Analysis and Interpretation; Preparing a Research or Study Report; Applying the Results of Evaluation in Extension; Understanding and Using Evaluation Reports; In Conclusion. An excellent manual on evaluation.

4. Committee on Evaluation. PROGRAM EVALUATION IN ADULT EDUCATION, Chicago: Adult Education Association, 1952. 32 pp.

The scope and rationale of the brochure can be seen from the following excerpt from the introductory statement: "Evaluation is the process of assessing the degree to which one is achieving his objectives. It is looking at one's present position in regard to one's goal. It is a comparison of the actual with the ideal.... In adult education, as in most fields dealing with human behaviour, evaluation is a relatively complex process which may start with assessing changes in individuals or with determining the effectiveness of the total program. This pamphlet is concerned primarily with the latter aspect program evaluation; it deals with ways of assessing individual growth only incidentally, and only insofar as they throw light on progress of the whole program. The concern here is not evaluation of growth of individuals within an adult education program so much as it is evaluation of adult education programs themselves." This is one of the first manuals of systematic evaluation in adult education.

5. Durston, Berry H. "THE EVALUATION PROCESS IN ADULT EDUCATION," JOURNAL OF THE INTERNATIONAL CONGRESS OF UNIVERSITY ADULT EDUCATION, 7: 14-25, (Sept., 1968).

The opening paragraph of this useful review of recent literature on evaluation in adult education defines the content of the article: "Evaluation in adult education is the process of determining the extent to which the objectives of a particular educational programme have been achieved. In other words, if education aims to produce growth and change in people (in their knowledge, skills, attitudes, behaviour), evaluation in education aims to assess the extent of this growth and change which is the outcome of particular educational experiences." Topics covered in the review: Is evaluation worthwhile; procedures for evaluation; some considerations in evaluation; what to evaluate; sources and characteristics of programme objectives; gathering the evidence; processing the evidence; and some evaluation models.

6. Eidell, Terry L. and John A. Klebe. ANNOTATED BIBLIOGRAPHY ON THE EVALUATION OF EDUCATIONAL PROGRAMS. Oregon University, Eugene: ERIC Clearinghouse on Educational Administration, 1968, 19 pp.

"Sixty-four books pamphlets, papers and journal articles published, for the most part, between 1964 and 1968 are listed in this annotated bibliography on the evaluation of educational programs on the elementary, secondary, and higher education levels. Topics covered include the evaluation of school subject programs, vocational programs, State aid programs, curriculum, educational planning, Federal programs, teaching quality, educational change and educational outcomes and quality. Some entries pertain to the development and use of mathematical models and cost-benefit analysis for evaluative purposes. Emphasis is on the methods, procedures, models, and exemplars of educational program evaluation." (TT)

Source: Research in Education, #ED 025 857

7. Glaser, Robert. EVALUATION OF INSTRUCTION AND CHANGING EDUCATIONAL MODELS (Occasional Report No. 13), Los Angeles: Center for the Study of Evaluation of Instructional Programs, University of California, 1968. 27 pp.

The author presents a thesis that changing educational practices require changes in theories and techniques of evaluation. He presents a general model of an emerging instructional process encompassing six educational practices (specification of learning outcomes; diagnosis of entry behaviour; design of instructional alternatives; continuous assessment; adaptation and optimization; and evolutionary operation) and suggests considerations for evaluation and measurement raised by each of these practices.

8. Guba, Egon G. EVALUATION AND CHANGE IN EDUCATION. Paper prepared for the Elk Grove Training and Development Center Spring Evaluation Conference (Arlington Heights, Ill., May 16, 1968). 46 pp.

"Evaluation, defined as the process of providing and using information for making educational decisions, is a major factor in the achievement of planned change resulting in improved education. This kind of change is differentiated as neomobilistic or moving toward a planned new state, in contrast to evolutionary change and homeostatic change. Four distinct evaluations -- of context, input, process and product -- are necessary in the neomobilistic change process. To perform the full range of evaluation tasks competently, a minimum of of six specializations or evaluator roles is required -- interpreter, instrument specialist, data processor, information specialist, reporter, and data collector. Six steps outline the procedure for designing an evaluation of each stage of the process. Ten criteria describe the requirements that must be met by evaluative information." (JK)

Source: Research in Education # ED 027 601

9. Knox, Alan B. "CONFERENCE OBJECTIVES: PRELUDE TO EVALUATION", ADULT LEADERSHIP, 10: 234-236, 248, (February, 1962).

The article presents a clear and concise statement of the need for and the process of establishing objectives as a necessary and integral step of determining evaluation processes during and after the conference. The following types of objectives and their relevance to evaluation are discussed: (1) non-educational, (2) societal, (3) group, (4) instructional, and (5) student. Categories of change sought are classified as (1) interest, (2) skill, (3) knowledge, (4) understanding of relationships, and (5) critical thinking. The author points out the inter-relationship between statement of objectives, change desired and evaluation: "At least one of the values should be that the objectives might serve as standards against which to determine the degree to which the conference program did in fact move the participants from where they were towards the objectives."

10. Mann, David K., Raymond E. Carter and Carl E. Larson. PROGRAM EVALUATION IN INSTITUTES AND CONFERENCES. Lawrence, Kansas: The University of Kansas Press, 1963.

"This is the handbook needed by anyone who plans to evaluate an institute or conference. It not only lists suggested steps in an evaluation, but it also identifies educational objectives and outlines development of evaluative devices; in other words, it gives the philosophical background behind its outline of action. The handbook is based primarily on a pilot study of The Midwest Management Institute for Credit Bureau and Collection Service Managers, begun in the fall of 1961. This institute was chosen because it fitted study needs. Result was a precise evaluation method, study-tempered and shaped. The author admits that the evaluation guides that resulted are just that -- guides. It may not be either necessary or possible to use them all at all times. Evaluation may be as simple or as complex as the situation requires, but, he concludes, 'the essential requisite for effective evaluation ... is precise and accurate clarification of goals and objectives. This step is often taken for granted in conducting an event. It should not be.' An appendix shows the actual evaluation forms used in the study."

Source: Annotated Bibliography on Residential Adult Education. Item No. 35

11. Miller, Harry L. and Christine H. McGuire. EVALUATING LIBERAL ADULT EDUCATION, Chicago: Center for the Study of Liberal Education for Adults, 1961, 184 pp.

This research report is of considerable significance in the development of scientific evaluation of the difficult area of liberal adult education. Reporting on an evaluation project undertaken by the Center, the authors present practical framework for evaluation of programs in the political and social area, the community participation area, the moral and ethical area, and the area of the arts. Knowledge objectives for each of these areas are specified, other possible objectives are suggested, and a series of preliminary drafts of evaluation instruments is given. The overview includes discussion of the evaluation process, defining objectives, developing instruments, developing effective teaching procedures (to achieve stated objectives), and evaluation procedures.

12. Miller, K. M. "EVALUATION IN ADULT EDUCATION," INTERNATIONAL SOCIAL SCIENCE BULLETIN, 7: 430-442 (1955).

The article presents a brief overview of the need and the techniques of evaluation in adult education. Topics covered are: (1) criteria of evaluation, (2) methods and techniques for gathering data, and (3) illustrative studies. A table of method, procedure, instrument and indices classification is included. A practical introduction for the novice.

13. Sutton, Elizabeth W. ANALYSIS OF RESEARCH ON SELECTED ASPECTS OF EVALUATION IN ADULT EDUCATION. Florida State University, Tallahassee, 1966. USOE Cooperative Research Program. CRP-5-449-64. 31 pp.

"This bibliography begins with general references in adult education research. Part II, Evaluation research, emphasizes programs in agriculture and home management offered through cooperative extension and is divided into -- 1) Behavioral change, 2) Effectiveness of methods (TV, radio, meetings), and 3) Adoption-diffusion process. Other sections of the bibliography are on university extension, evening colleges, junior or community colleges, public school adult education, and Great Books." (aj)

Source: "Research and Investigations in Adult Education," Adult Education, 17: 258 (Summer, 1967)

14. Thiede, Wilson. "EVALUATION AND ADULT EDUCATION" in ADULT EDUCATION, OUTLINES OF AN EMERGING FIELD OF UNIVERSITY STUDY, edited by Gale Jensen, A. A. Liveright, and Wilbur Hallenbeck, Chicago: Adult Education Association of the U.S.A., 1964 (Chapter XV, pp. 291-305).

"This chapter has attempted to show the need for increased emphasis on evaluation in adult education. Evaluation is defined as the process of determining the extent to which educational objectives have been attained. Purposes of evaluation may be subsumed under the following four: 1. guiding individual growth and development; 2. improving programs; 3. defending programs; and 4. facilitating and encouraging staff growth and development. There are important and useful interrelationships between educational objectives, learning experiences, and evaluation procedures.

There are five steps in the evaluative process: 1. determining what to evaluate, 2. defining the behavior desired, 3. determining acceptable evidence, 4. collecting evidence, and 5. summarizing and evaluating the evidence." (Summary)

15. Tyler, Ralph W., Robert M. Gagné, Michael Scriven. PERSPECTIVES OF CURRICULUM EVALUATION, Chicago: Rand McNally & Co., 1967. 102 pp.

The three main papers in this monograph are a valuable contribution to the theory and practice of educational evaluation. Although concerned primarily with curriculum evaluation, the papers are of considerable interest to the adult education administrator or program planner. The paper by Scriven on the methodology of evaluation in particular is of interest. Topics covered by this paper are: (1) Goals of evaluation versus roles of evaluation, (2) professional versus amateur evaluation, (3) evaluation studies versus process studies, (4) evaluation versus estimation of goal achievement, (5) "intrinsic" evaluation versus "pay-off" evaluation, (6) practical procedures for mediated evaluation, (7) possibility of pure "pay-off" evaluation, (8) comparative versus non-comparative evaluation, (9) practical procedures for control-group evaluation, (10) criteria of educational achievement for evaluation studies, (11) values and costs, and (12) "explanatory evaluation". The monograph contains an extensive bibliography.

16. Verner, Coolie. "EVALUATING THE ACTIVITY" in Coolie Verner and Alan Booth, ADULT EDUCATION, Washington: The Center for Applied Research in Education, Inc., 1964. (Chapter VI, pp. 91-105)

A concise overview of the rationale, process and uses of evaluation of educational programs. Topics discussed: Why evaluate; Approaches to Evaluation (Program Evaluation; Participant Evaluation); the Problem of Evaluation; the Evaluation Process (Identification of goals; Selection of procedures); Areas of Measurement (Knowledge or information measurement; attitude measurement; skill measurement; acceptance and adoption measurement); Constructing Instruments; Making the Measurements; Utilizing the Results.

PART II: EVALUATING PROGRAM DESIGN AND CONTENT

17. Annas, Philip A. et.al. GUIDE TO ASSESSMENT AND EVALUATION PROCEDURES, THE NEW ENGLAND EDUCATIONAL PROJECT. 1966, 37 pp.

"The recent proliferation of federal support programs in education has brought an increased demand for carefully planned, formal evaluation at both the state and local levels. In order to aid local school systems in the complex work of evaluation of title I and other special education projects, this guide has been prepared. It presents in workbook form a step-by-step process of evaluating a project. A glossary of terms and bibliography are also included." (NS)

Source: Research in Education, # ED 012 087

18. Densmore, Max L. "AN EVALUATIVE ANALYSIS OF SELECTED UNIVERSITY CONFERENCE PROGRAMS CONDUCTED AT KELLOGG CENTER FOR CONTINUING EDUCATION MICHIGAN STATE UNIVERSITY" Ph.D. Thesis, Michigan State University, East Lansing, 1965. 191 pp.

"An analysis of residential continuing education programs conducted by University Conference Services at Michigan State University's Kellogg Center for Continuing Education was conducted in order to develop an instrument and methodology with universal application to measure conference success and participant satisfaction. Data were gathered from 630 respondents attending ten conferences, who were classified by Bureau of the Census industrial areas of origin, occupational level, and sex. Participant's perception of their learning and the relationship to overall satisfaction with the conference experience were analyzed. The Kropp Verner Reaction Scale was extensively used in measuring conference success and overall satisfaction. It was found that women favoured conferences more than men; a significant difference existed between participant reactions when classified by industry of employment; program satisfaction was rated differently depending upon occupational level; and a mutual relationship existed between how participants judged the quality of their learning experience and degree of total satisfaction. Numerical indexes of participant satisfaction and conference success were developed for each conference analyzed." (author/pt)

Source: Research in Education, # ED 025 707

19. Kropp, Russell P. and Coolie Verner. "AN ATTITUDE SCALE TECHNIQUE FOR EVALUATING MEETINGS" ADULT EDUCATION, vol. 7, No. 4, (Summer, 1957), pp. 212-215.

The authors have devised an attitude scale as an instrument to measure general attitude of the total group of participants at the conclusion of an organized educational experience of a one or two days duration. In creating this attitude scale the basic method for scale construction developed by Thurstone and Chave was used. The method of preparing the items was that used by Remmers in adapting the Thurstone technique so that 'attitudes in general' could be measured. The scale will provide an assessment of the activity in terms of the attitudes of the participants. In addition to measuring the overall reaction to the program the scale can be used also within the program to measure and compare participant satisfaction of one type of process against another. The instrument is simple to administer and interpret. Scoring the instrument is simplified by constructing a scoring key which contains a median value for each of the items so that the items on the key and on the scale can be matched. From this key the scorer can read the value of each item that has been checked on the scale. (The scale is included in the Appendix of this bibliography).

20. McGuire, Christine H. AN EVALUATION MODEL FOR PROFESSIONAL EDUCATION -- MEDICAL EDUCATION. Paper presented at Invitational Conference on Testing Problems, New York, N. Y., October 28, 1967. Published in Proceedings of the Conference, pp. 37-52.

"There are striking similarities between medical education of today and progressive education of the thirties with respect to motivation for change, the values to be thought in change, and the zest with which change is pursued. It is in this climate conducive to change that a new approach to evaluation is beginning to make a significant contribution to the systematic modification of medical education. Three case descriptions are presented to illustrate some of the ways evaluation is being incorporated. The first, discussed more fully than the other 2, is an institutional mechanism for systematic data collection and regular multi-channel feedback that has been established by the faculty of the University of Illinois College of Medicine. The second is a research study of certifying procedures used in assessing professional competence in medical education. The third represents a general schema for ongoing institutional self-study that has been made operational to varying degrees in a number of institutions." (JS)

Source: Research in Education, # ED 028 699

21. Trickett, Wilson L. "AN EMPIRICAL INVESTIGATION OF THE EFFECTIVENESS OF EXECUTIVE DEVELOPMENT PROGRAMS AS PERCEIVED BY PARTICIPATING MARKETING AND SALES EXECUTIVES" Michigan State University, East Lansing, Mich., 1967 Ph.D. Thesis. 122 pp.

"A study of the effectiveness of executive development programs for marketing and sales executives tested three hypotheses: (1) participation in such programs results in identifiable benefits as perceived by the participants; (2) academically oriented executive development programs have significant advantages over company oriented programs as perceived by participants; and (3) program benefits as seen by participants are enduring. Phases of the study were an evaluation of a 2½ week Graduate School of Sales Management and Marketing (1962), a questionnaire survey of 84 management and marketing executives (1964), and a follow-up evaluation in 1965 of the effectiveness of the programs. The hypotheses were basically substantiated. However, there was relatively little enthusiasm for company programs as compared to academically oriented programs. Three major features of the more successful programs were: (1) participant had both the desire and the capacity to develop; (2) the best qualified instructors were university faculty with a business or business consulting background; (3) the curriculum fitted executives' daily employment needs, used the best learning techniques, and involved discussion among participants and with faculty." (author/ly)

Source: Research in Education. # ED 028 399

22. Welden, J. Eugene. PROGRAM PLANNING AND PROGRAM EFFECTIVENESS IN UNIVERSITY RESIDENTIAL CENTERS. Unpublished Ph.D. dissertation. Chicago: Department of Education, University of Chicago, 1966.

"The purpose of the study (was) to examine the relationship between conferences planned without participant representation and conferences planned with participant representation on three measures of program effectiveness: (a) participants' relation of program to personal motives; (b) participants' expressed satisfaction with total program; and (c) participants' expressed interest in continuing educative activity." (p.3). This study was concerned principally with affective components of educational objectives as differentiated from cognitive components.

A five-part 'Conference Evaluation' form was administered to 1,026 men and women who attended 47 different conferences at five university residential centers. The evaluation form consisted of a 'Satisfaction Index,'a section on 'goal directed behaviors,'a 'Personal Motives Index,' and 'Interest Inventory' on educative activities, and several demographic items."

Source: Annotated Bibliography on Residential Adult Education. Item No. 49

PART III: EVALUATING LEARNING

23. Blaney, John P. and Douglas McKie. "KNOWLEDGE OF CONFERENCE OBJECTIVES AND EFFECT UPON LEARNING," ADULT EDUCATION, 19: 98-105 (Winter, 1969).

ABSTRACT:
To determine whether knowledge of instructional objectives in an adult education program assists the participants to attain these objectives, randomly arranged groups of conference attendees were given three treatments: immediately prior to the conference, group A was provided with the instructional objectives in behavioral form; group B with a general orientation to the program; and group C with a pretest (in order to determine whether there was a change in the behavior under consideration during the conference). Upon the conclusion of the conference, all groups were given a posttest. The hypothesis that the group that was given behaviorally stated objectives would do significantly better on the criterion test than group B was upheld at the .05 significance level. Additional hypotheses are suggested concerning ways in which adult educators may usefully employ behavioral objectives in program planning and administration.

24. Brownell, William A. "THE EVALUATION OF LEARNING UNDER DIFFERING SYSTEMS OF INSTRUCTION," EDUCATIONAL PSYCHOLOGIST, vol. 3, No. 1, (November, 1965).

"An insightful discussion of the evaluation of learning under different kinds of instruction. His discussion covers the complexity of evaluative research; the need for judgement by the experimenter; and the 'common sense' evaluation of findings of statistical significance."

Source: Wientge & Lahr: The Influence of Social Climate on Adult Achievement, p. 25.

25. Giuliani, Betty. EVALUATION SUMMARY FOR 12TH ANNUAL SEMINAR FOR COLLEGE AND UNIVERSITY LEADERS IN CONTINUING EDUCATION. East Lansing: Michigan State University, 1969. 48 pp. and appendices.

"The evaluation procedures developed for the 1969 Seminar were intended to serve several purposes: 1) to focus participant thought on the issues of the Seminar, 2) to elicit participant opinion on the issues, 3) to feed that opinion back into the consultation sessions, and 4) to provide information on what, if any, changes occurred in the thinking and opinions of Seminar participants during their four days at Kellogg Center." (Introduction) The techniques used are discussed and the evaluation results are analyzed in the summary. The appendices contain samples of all instruments used.

26. Gordon, George K. A Q-SORT INSTRUMENT FOR MEASURING ATTITUDES TOWARD THE SEVEN EDUCATIONAL CONDITIONS OF THE INDIANA PLAN. Ed.D. dissertation, Indiana University, 1965.

The purpose of the study was to construct, validate and test a Q-sort instrument for measuring attitude changes of individual participants toward the seven educational conditions of the Indiana Plan during the course of training in an adult education institute. When Q-sort arrays were intercorrelated and factor analyzed, two discriminating factors were extracted. These were identified as representing a democratic attitude and an authoritarian attitude. Participation in the Institute did coincide with significant changes in the factor loadings of the Institute participants. The Q-sort did measure attitudes. The criterion subjects did share a common pattern of attitudes. Participation in the Institute did coincide with significant changes of attitudes. The meaning of the changes cannot be interpreted without further studies. Q-procedure does provide a means of studying the phenomena of intra-personal change.

Adopted from: "Research and Investigations in Adult Education," Adult Education 16: 212, (Summer, 1966).

27. Johnson, Raymond L. et.al. MEASURING THE EDUCATIONAL RELEVANCE OF A SHORT-TERM TRAINING PROGRAM FOR TEACHERS. Paper presented at the National Seminar on Adult Education Research, Toronto, Feb. 9-11, 1969. 17 pp.

"A multiple time series design was used to test the effectiveness of short workshops for housewives recruited to teach basic reading to adults in bringing about changes in teacher attitudes and opinions. An attitude and opinion survey questionnaire comprising true-false items was given on three occasions, to all participants in a nine-hour workshop. All the participants answered the questionnaires at the beginning of the workshop but only the members of the experimental group answered them the second time after teaching a class. Sixteen of the 100 items showed significant shifts in responses between times one and two for the experimental group and fourteen for the control group, and virtually all the changes induced in the controls persisted at time three. However, the effects of the workshop were almost totally erased by the experiences in the classroom. (An appendix with an outline of the procedure is included.)" (nl)

Source: Research in Education, # ED 025 723

28. Lacognata, A. A. A COMPARISON OF THE EFFECTIVENESS OF ADULT RESIDENTIAL AND NON-RESIDENTIAL LEARNING SITUATIONS. Chicago: The Center for the Study of Liberal Education for Adults, 1961.

"This was the pioneer empirical comparison of the two types of situations mentioned in the title. When the Center learned of two similar insurance courses to be held simultaneously, by the same instructor, for the same time, with the same objectives, it asked the author to make the study. He compares an eight-day residential course with 60 participants, living at the Michigan State Kellogg Center for Continuing Education, with another eight-day non-residential course for 74 participants in Detroit. He devised three methods of comparing achievement: an essay-type quiz; measures of knowledge application; and state insurance test results to measure combined knowledge acquisition and application. He tested the central hypothesis that residential instruction results in superior achievement. He concludes that 'the research tends to support the hypothesized superiority of residential instruction.' This may be due to combined isolation, continuity, and group influences. However, the author also admits that 'perhaps more problems were uncovered than resolved,' and he ends by suggesting further research to clarify at least four problems, which he lists. The work and this report are invaluable to anyone in the field or planning further research in it."

Source: Annotated Bibliography on Residential Adult Education. Item No. 29.

29. Wientge, King M. and James K. Lahr. THE INFLUENCE OF SOCIAL CLIMATE ON ADULT ACHIEVEMENT -- THE IMPACT OF A RESIDENTIAL EXPERIENCE ON LEARNING AND ATTITUDE CHANGE OF ADULT STUDENTS ENROLLED IN AN EVENING CREDIT CLASS. (University College Research publications No. 10) University College, Washington University, St. Louis 1966 29 pp.

"A comparison was made of the amount of learning in an adult evening class on campus with that of an experimental class which attended sessions on campus and spent two weekends at a university residential center. It was expected that the experimental class would learn more and experience positive changes in attitude compared with the control class. The same instructors were used for both groups. In order to control method of instruction as a variable, the lecture-discussion method was used in both groups. Pretests of intelligence, attitudes, and subject knowledge were given to all, and attitude and subject knowledge tests were repeated at the end of the term. The experimental group also completed a final evaluation questionnaire. The experimental group was significantly more intelligent, but no significant differences showed up in either the pre-test or post-test of attitudes or subject knowledge. The experimental group enjoyed the social setting at the residential center but did not feel more learning occurred there. Rather, the periods between sessions were seen as deterrent to learning."

Source: Research in Education # ED 011 371

A P P E N D I X

SAMPLES OF EVALUATION INSTRUMENTS

A-1

SUMMARY REPORT

WORKSHOP ON EVALUATION
NUEA Conference and Institute Division

Santa Barbara, California — May 5, 6, and 7, 1961

PREFACE

On May 5, 6, and 7, 1961 the C. & I. Division conducted a Pre-NUEA Convention Workshop at Santa Barbara, California on the general subject of evaluation of conference and institute programs. This program is one phase in the five year sequence of self-development activities inaugurated for C. & I. Division personnel. This plan was adopted by the Division's Executive Committee last March in Chicago.

The leaders for this Workshop program were Mrs. Jane Zahn of the University of California Extension Division and Mrs. Christine Masserman of the C.S.L.E.A. staff and the University of Chicago Examiner's office. The C.&I. Division is deeply indebted to them for the outstanding leadership they gave to this workshop.

The Division also wishes to acknowledge the invaluable part played by the Center and its staff in making this workshop possible. Mr. Peter Seigle was particularly instrumental in assisting the Division in planning and staffing the Workshop.

INTRODUCTION

The report that follows is drawn from the hand written notes of the Workshop Chairman; and, of necessity, it is limited to a few salient and important points that were discussed in the Workshop. Since there was no tape recording of the workshop sessions, it is impossible to report accurately on the many observations and comments that would give one a detailed and accurate recapitulation of the Workshop. There is no adequate substitute for actual participation in a workshop of this sort, and this report is only an inadequate reflection of what transpired during the 2 days of the workshop sessions.

PURPOSE OF WORKSHOP

A two-fold purpose lay behind the design of this workshop: 1. To develop a practical understanding of some of the important theory and principles of educational evaluation - with particular reference to conference and institute programs. 2. To give participants some practical experience in employing evaluation principles to an actual conference and institute situation.

Workshop Schedule

May 6 - <u>9:00 A.M.</u>

Introduction to the Workshop - Alan Brown
Workshop Chairman

"Identifying and Categorizing the Educational Elements in a Conference or Short Course."

A-2

Leader - Jane Zahn
University of California

2:00 P.M.

"Principles of Evaluation."

Christine McGuire Masserman
University of Chicago

7:30 P.M. Small group sessions
for
Designing a Plan for Evaluating This Workshop

May 7 1:30 P.M.

"Evaluating the Group's Design."

Jane Zahn and Christine Masserman

3:00 P.M.- Adjournment

Topic I: Identifying and categorizing the educational elements in a conference or short course.

The process of evaluation must begin with a clear understanding of the educational elements or objectives of the program. It is only in the perspective of pre-determined educational aims and purposes that a scientific assessment can be made of a program's effectiveness.

In evaluating any educational program, one begins by asking this question: "To what extent were the experiences and activities of this program fruitful and productive in reaching certain objectives?" It is paramount that one understand clearly what the educational objectives are prior to any attempt to measure their attainment.

During the first session of the workshop, the group attempted to identify, analyze, and categorize the various educational objectives inherent in any conference or institute program. It became apparent that educational objectives or purposes - broadly conceived - have many different facets and dimensions. The complex character of educational objectives was illustrated by the following categories of objectives as these were identified by the workshop participants:

1. Fixed objectives vs. Dynamic objectives.
   A "fixed objective" meaning one with a pre-determined limit and a "dynamic objective" being one with no pre-determined limit. Training an individual to use a flannel board would be a fixed objective while developing one's ability to communicate effectively with subordinates would be a dynamic objective.

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2. The substantive or content objective - i.e., vocational, liberal, social, political, or personal objectives.

   This classification is often used to distinguish between the kinds of outcomes and values to be achieved in conference and institute programs. Many programs are designed to reach several of these objectives during a single activity.

3. Attitude Objectives, Skill Objectives and Cognitive Objectives.

   Under the category of "Attitude Objectives" are stimulating interest, inculcating values, and awakening desires, interests, and motives.

   Under the "skills" category are all the various activities which one can learn to master - public speaking, problem solving, etc.

   Cognitive objectives involve acquiring an understanding of concepts, facts and principles.

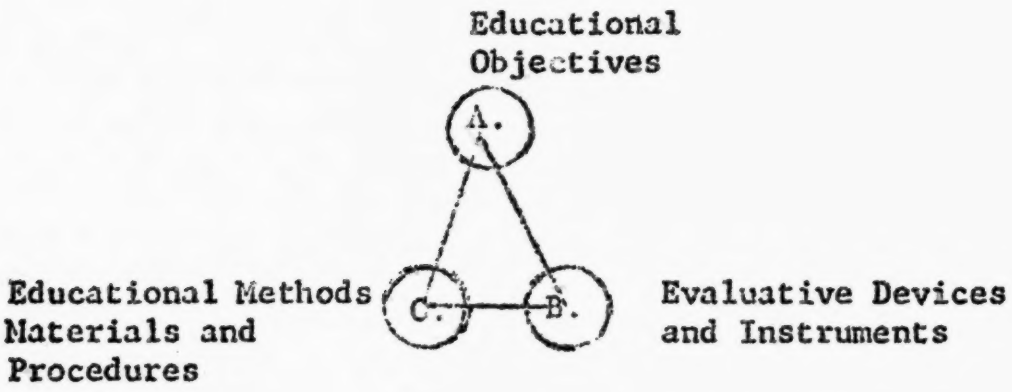
4. General Objectives vs. Specific Objectives.

5. Immediate vs. Long-range Objectives.

   This distinction having to do with time. Some objectives are obtained in one program while others must be pursued over a long period of time.

TOPIC II: A Theory and Principles of Evaluation

The process of evaluation can be conceptualized by this diagram.



1. <u>Interaction of A and B - Educational objectives and Evaluative devices and instruments</u>.

The objectives of a program determine the kind of evaluative devices and instruments that are appropriate. The evaluative process also provides some insight into the appropriateness and level of the educational objectives for the program.

2. Interaction of B and C - Evaluative devices and instruments with educational methods, materials and procedures.

The process of evaluation appraises the effectiveness of certain methods, materials, and procedures in accomplishing the objectives.

3. Interaction of A and C - Educational objectives and Educational methods, materials and procedures.

The methods employed in a program must be appropriate to the objectives and there is a close and intimate relationship between methods and objectives. Optimum achievement of certain objectives requires the use of certain materials and methods and precludes the use of other methods and materials.

B. The Behavioral Aspects of Evaluation.

Evaluating the accomplishment of objectives necessarily involves a change in the behavior of the participant. Some useful or valuable thing has happened and it is necessary to identify and measure that change in some way - direct or indirect. It is necessary, therefore, to contrast or measure the ending point behavior with respect to the starting point behavior.

The strategy of evaluation involves answering three fundamental questions:

1. How does the individual demonstrate his change or behavior?
2. In what situations does he demonstrate this change of behavior?
3. How do we tell that the individual behaves differently?

By way of illustrating the application of this evaluative technique, a typical objective was selected by the group - namely, the objective of increasing skills in human relations. In answering question 1 above, the individual can demonstrate his acquision of this skill by exhibiting his increased knowledge of the subject, by showing his awareness of certain principles, by his ability to apply the principles of human relations, or by his change of attitude.

In answering question 2 above, he can demonstrate his change of behavior in actual or practical situations, in case studies or in work situations back home.

In answering question 3, one might ascertain changes in behavior by noting that he has had fewer grievances as a supervisor or that people report different perceptions of his interaction with other people.

If we specifically wished to evaluate how well an individual increased his skill in human relations, we would construct a situation in which the individual could demonstrate his ability to apply certain principles of human relations. In order to determine if the person behaved differently, we would watch for the following kinds of behavioral manifestations:

1. Did he recognize which principles were relevant to the actual situation.

A-5

2. Could he apply the principle effectively.

3. Was he aware of the results or implications of what he did.

4. Could he see the common elements between two different human relations situations.

A CHART REPRESENTATION OF EVALUATION STRATEGY FOR MEASURING INCREASED SKILL IN HUMAN RELATIONS

What behavioral activity is involved	How is the skill manifested	In what situation	How to design a situation
Knowledge (Cognitive)			Observation of actual situation
Application (Skill)	Recognizes principles Aware of principles Sees principles Employs principles	In a life situation In a concrete case In a theoretical situation	Role Playing
Disposition to use knowledge (attitude)			Analysis of Written Case
			Objective response to test items.

C. Applying these principles to a particular case.

The workshop group was assigned the task of devising a comprehensive range of techniques for measuring the effectiveness of an individual in applying a specific principle of human relations. The human relations principle selected for this purpose is the one which states that the people in an organization affected by a decision should have a part in making that decision. The following methods for evaluation were suggested by the group:

1. Have an individual explain why the principle is true.
2. Have an individual teach this principle to the group.
3. Give the group a task or problem to solve and ask them what steps they would take.
4. Observe how an individual or group would carry out an assigned task in an institute program.
5. Have the group critique the performance of an assigned task.
6. Have a report from an actual job situation back home which indicates the success with which the individual applied the principle.
7. Present or describe situations where the principle may be applied with varying degrees of success and ask the individual to select the most appropriate situation.

A-6

8. Describe some situations in which this principle would apply.
9. Describe some situations in which the principle would not apply.
10. Describe two case situations and ask the individual to explain the difference in outcomes.

TOPIC IV. A Summary Statement of Principles of Evaluation:

Step 1. Define the educational objectives in terms of their subject matter and behavioral dimensions.

Step 2. Specify the particular ways in which the individual can exhibit cognitive or behavioral growth or understanding. This can be done by noting both positive responses as well as negative responses to testing stimuli.

Step 3. Develop situations in which the individual can show how well he understands and applies the principles and facts he has learned.

Step 4. Analyze and appraise the response the individual makes.

Step 5. Use and report the data obtained by the evaluation. This includes diagnosing the performance of the individual, discovering program deficiencies, and determining the extent to which progress or growth has been achieved.

TOPIC V: The Application of the Principles of Evaluation through Designing a Plan of Evaluation for this Workshop.

The entire workshop group was divided into three sub-groups and each was assigned the task of designing a plan for evaluating this workshop. It is only possible to present one of the evaluation plans proposed. This plan will indicate the variety and range of approaches, techniques, and devices that can be employed in designing an evaluation.

The following objectives were identified for this evaluation workshop:

1. To increase interest in a concern for evaluating conferences and institutes in terms of educational objectives.

2. To increase the understanding of educational objectives of conference and institute work.

3. To give participants experience in defining and categorizing educational objectives.

4. To increase the understanding of general evaluation principles which might be used in measuring the extent to which educational objectives are achieved.

5. To increase the ability to apply the evaluation principles to conference and institutes more effectively.

6. To increase skill in evaluation.

For objectives "1" and "2" above, the following activities were suggested:

1. By asking participants to analyze a typical set of program objectives as they are found in a program brochure. Are the objectives

A-7

stated clearly and well defined? What specific kinds of behavioral changes are expected? What is the content area included in each objective? In terms of the various categories of objectives, how would one classify the objectives contained in these program announcements.

2. By making a study of new program announcements prepared by workshop participants to see if the program objectives are more clearly stated and defined than in the past and if they are closely and logically related to the program activities scheduled in the brochure. In short, has the understanding of the educational objectives been applied?

3. By asking the individual his own judgment of what he learned about program objectives.

4. By observing workshop behavior - the degree of formal and informal participation, mental fatigue, attendance and attention at the workshop.

For Objectives "3", "4", and "5" above, the following methods were suggested:

1. A depth interview immediately after the workshop in which these questions would be asked:

a. Can you apply what you learned in the workshop in working with your own conference group? If so, how? If not, why not?
b. Give three or four educational objectives from recent programs and classify them according to our several categories.
c. Did the techniques presented differ from what you are now doing? If so, how?
d. In your opinion, were any important ideas in evaluation techniques neglected?
e. What did you expect to gain from this workshop on evaluation?
f. Were the methods of presentation in the program educationally sound?

2. Ask the people to devise evaluative measures and techniques for a specific program that is described in detail.

3. Ask people to evaluate this workshop.

4. Suggest a number of evaluation schemes for a specific program and ask the participant to select the most effective.

5. A follow-up questionnaire administered 6 months after the workshop is over. This questionnaire to include such questions as these:

a. In what ways have you applied what you learned in this workshop?
b. How would you categorize the educational objectives listed below: (This would be a repeat of question b. answered in the post-workshop interview above)
c. Do the techniques presented at the workshop differ from what you are doing? If so, how?
d. In what ways can your present evaluative procedures be improved?

A-8

Although the methods and devices described above would provide interesting and valuable information on the effectiveness of this workshop, the most telling and effective means of evaluation would undoubtedly involve a careful check as to the number of conference evaluations from this workshop group which have embodied the principles discussed in this workshop. Such an evaluation scheme would be extremely difficult to carry out, but it would be the only accurate measure of the true effectiveness of the workshop.

TOPIC VI. Concluding remarks:

As one becomes aware of the full implications of what scientific evaluation entails, he may feel a little helpless and confused as to what it is practical for him to do. Such an attitude should not deter him from at least attempting a small scale evaluation of the best sort possible whenever he can.

One must keep in mind that it is not necessary or realistic to try to evaluate completely or exhaustively all aspects of a program. A careful selective appraisal of certain features of a program may be quite practical and useful.

The kind of evaluation one carries out for a one-time program may be quite different from the kind designed for a continuing or long range program. Part of the skill in evaluation is tailoring the design of the evaluation to the practical realities of the situation.

The plan and the procedures for the evaluation should not come as an afterthought in the planning process. Attention should be given to the evaluative steps to be taken in the early phases of designing and setting up the program.

Although scientific evaluation may appear hopelessly comples and burdensome, this should not become a reason for always retreating into the safety of simple check lists and attitude scales for program evaluation. In at least some small, limited way a creative and thoughtful attempt should be made to determine accurately and reliably the effectiveness of a conference and institute program.

POST - WORKSHOP PLANS

The workshop participants recommended that the following post-workshop activities be instituted:

1. Preparation of a Workshop report and dissemination of this report to the members of the Division.
2. Conducting a follow-up evaluajion of the workshop. Such an evaluation to incorporate suggestions made during the workshop.
3. A collection of samples of evaluation forms, methods, and procedures from members of the Division, and dissemination of those examples of evaluation procedures which represent an application of the evaluation principles discussed in the Workshop.
4. Considerable interest was expressed in pursuing further the subject of evaluation in the next Pre-Convention Workshop. Such a workshop to be concerned with some of the more practical aspects of evaluating conference and institute activities.

An Attitude Scale Technique For Evaluating Meetings

B-1

By Russell P. Kropp and Coolie Verner
Florida State University

Reprinted from the Summer 1957 issue of *Adult Education*, a publication of the Adult Education Association of the U.S.A., 743 N. Wabash, Chicago 11, Ill.

the scale

No.	*Item*	*Md.*	*S.I.R.*
1.	It was one of the most rewarding experiences I have ever had.	1.13	.32
2.	Exactly what I wanted.	1.58	.58
3.	I hope we can have another one in the near future.	2.25	.77
4.	It provided the kind of experience that I can apply to my own situation.	2.77	.75
5.	It helped me personally.	3.40	.83
6.	It solved some problems for me.	4.02	.69
7.	I think it served its purpose.	4.44	.74
8.	It had some merits.	4.96	.42
9.	It was fair.	5.3	.58
10.	It was neither very good nor very poor.	6.02	.36
11.	I was mildly disappointed.	6.78	.37
12.	It was not exactly what I needed.	6.97	.99
13.	It was too general.	7.19	.67
14.	I am nor taking any new ideas away.	7.45	.65
15.	It didn't hold my interest.	8.19	.71
16.	It was much too superficial.	8.62	.85
17.	I leave dissatisfied.	9.29	.72
18.	It was very poorly planned.	9.69	.65
19.	I didn't learn a thing.	10.26	.84
20.	It was a complete waste of time.	10.89	.31

NOTES:

Column 1 is the number of the item
Column 2 contains the item
Column 3 gives the median value of the item. This is the data used in making the score card
Column 4 Semi-interquartile range (S.I.R.). When this value is added to and subtracted from the median, it describes the range in the middle half of the values given by the judges fall.

In reproducing the scale for use with groups, only Columns 1 and 2 are used. It would be helpful to include instructions to respondents at the top of the sheet.

Scoring the instrument is simplified by constructing a scoring key which contains the median value for each of the items so that the items on the key and on the scale can be matched. From this key the scorer can read the value of each item that has been checked on the scale. At this point, either of two methods can be used to determine a final score: the response values might be totaled and that figure divided by the number of statements checked; or the median value of the statements selected may be computed. Generally, scores obtained from a given set of responses will be similar whichever method is employed. In cases where a respondent has checked extremes at one end of the scale, but with the bulk of his checks in the middle, then it is likely that the average will vary markedly from the median because the mean or average score is more sensitive to extreme deviations than is the median.

The measurement of a meeting is equally simple in that the median or mean for all the responses is computed and this gives a measure of the success of an activity on an eleven-point scale. Thus, if the median value of all scores is "6", then it is apparent that the reaction of the group to that meeting was one of indifference since "6" is the middle point on the scale. As the over-all median tends toward "1", the reaction is increasingly favorable since "1" is by definition the most favorable possible reaction and, conversely, "11" is the least favorable reaction. Since the method of scale construction employed here incorporates the norms in the construction of the instrument no others are needed.

UNIVERSITY OF MISSOURI

B-2

EVALUATION FORM

Name of Conference _____ Date _____

1. DID YOU FIND THIS CONFERENCE USEFUL?

   ( ) Yes ( ) No

2. WHAT DID YOU LIKE BEST ABOUT THIS CONFERENCE?

3. WHAT DID YOU LIKE LEAST?

4. WAS THE TIME OF THE YEAR FOR THIS CONFERENCE CONVENIENT?

   ( ) Yes ( ) No

5. WOULD ANOTHER TIME BE MORE CONVENIENT?

   ( ) Yes ( ) No

6. IF SO, WHEN?

7. SUGGESTIONS FOR FUTURE CONFERENCES OF THIS NATURE:

(Improved)

WASHINGTON UNIVERSITY

B-3

Evaluation Questionnaire

Management by Objectives
Bromwoods - March 27, 28, 29, 1969

1. Did the seminar fulfill your expectations? How?

2. Will this seminar experience help you in your job? How?

3. What subject was most interesting to you? Why?

4. What subject was least interesting to you? Why?

5. Was subject matter omitted which you would have liked included in the seminar? (If so, please list subjects.)

6. Please list suggestions which would have made this seminar more meaningful to you in relation to your job.

a.

b.

c.

COMPLETE AFTER CONFERENCE

Participant Opinionaire

B-4

Nebraska Center for Continuing Education
University of Nebraska
Lincoln, Nebraska

Now that this Conference is drawing to a close, we are certain that you have some reactions as to what parts have been most valuable to you and what parts might have been different. This form is designed to make it easy for you to pass these reactions along to the conference planners. It is important that every participant complete and return the opinionaire, so that the reactions of the total group will be reflected.

The questions are designed to make it easier for you to express your reactions. If they do not provide sufficient opportunity, please write your comments in your own words. You do not need to indicate your name.

PLEASE RETURN THIS COMPLETED FORM TO THE CONFERENCE REGISTRATION DESK! BEFORE YOU LEAVE THE CONFERENCE

DO NOT WRITE

1. What is the main way that you first heard about this conference? (check one)

Received a brochure	1 ( )	40
Saw a newspaper article	2 ( )	
Through an organization I belong to	3 ( )	
Newspaper advertisement	4 ( )	
..... (Specify) Other	5 ( )	

2. Did you have enough information about this conference before you arrived?

Yes	1 ( )	41
No	2 ( )	

3. (If no) What else would you like to have known about?

..... ( ) 42

..... ( ) 43

4. There are many parts of a Conference experience that can either contribute to your satisfaction or detract from it. For each of the following, would you let us know how satisfied you've been.

a. meals		
Really outstanding	1 ( )	44
Very satisfactory	2 ( )	
Just acceptable	3 ( )	
Needs improvement	4 ( )	
b. hotel rooms		
Really outstanding	1 ( )	45
Very satisfactory	2 ( )	
Just acceptable	3 ( )	
Needs improvement	4 ( )	
c. meeting rooms		
Really outstanding	1 ( )	46
Very satisfactory	2 ( )	
Just acceptable	3 ( )	
Needs improvement	4 ( )	
d. other facilities or services		
Really outstanding	1 ( )	47
Very satisfactory	2 ( )	
Just acceptable	3 ( )	
Needs improvement	4 ( )	

(If you have checked "needs improvement" for any of the above, please note below any suggestions you may have.)

.....

.....

.....

.....

Z .....

5. Would you describe the one or two most valuable ideas that you received from attending this Conference?

B-5

.....

.....

.....

.....

DO NOT WRITE
( ) 48
( ) 49
( ) 50
( ) 51

6. As far as you're concerned, what would have most improved this conference?

.....

.....

.....

( ) 52
( ) 53
( ) 54

7. Which one of these phrases best states how close this conference was to your interests and background?

a. It was way over my head	1 ( )	55
b. I understood almost everything but the conference missed my main interests	2 ( )	
c. It dealt with my main interests in an understandable and interesting way	3 ( )	
d. It was too basic, few if any new ideas	4 ( )	

8. Which one of the following statements comes closest to stating your general reaction to the total Conference?

The most valuable educational experience of my life	1 ( )	56
An outstanding program, I received much from it	2 ( )	
Many parts were valuable, others not very	3 ( )	
I gained something from attending but less than I expected	4 ( )	
It was almost a complete waste of time	5 ( )	
..... (Specify) Other	6 ( )	

9. After this Conference is over, is there anything related to the Conference topics that you would like to know more about or to study further?

Yes	1 ( )	57
No	2 ( )	

10. (If yes) What specifically would you like to study?

.....

.....

( ) 58
( ) 59

11. (If yes) How would you like to do so?

Study on my own	1 ( )	60
Attend a class that meets weekly	2 ( )	
Attend another Conference	3 ( )	
Take a course by correspondence	4 ( )	
Join a local discussion group	5 ( )	
..... (Specify) Other	6 ( )	

If you have further comments on the Conference, please write them in your own words. Leave the completed form at the Conference registration desk.

.....

.....

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.....

.....

.....

.....

№ 1877

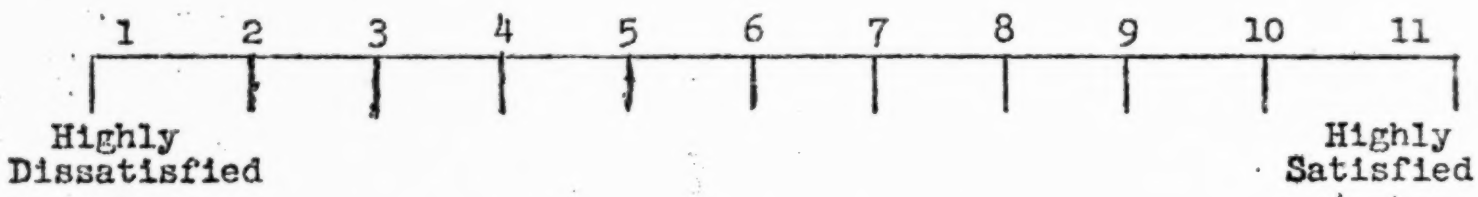
UNIVERSITY OF MICHIGAN

F1-6

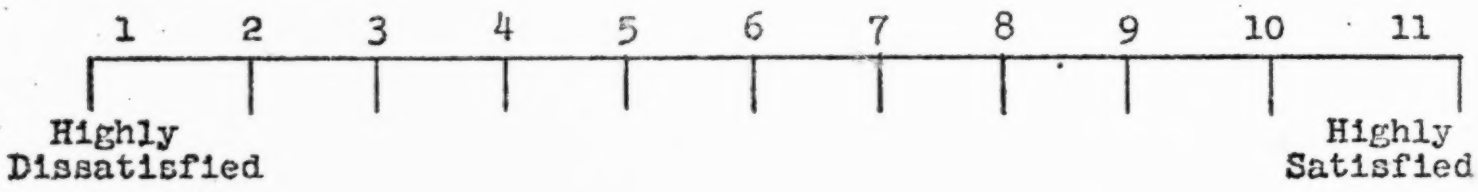
Post-Meeting Reaction

(Please check (✓) appropriate point on continuum)

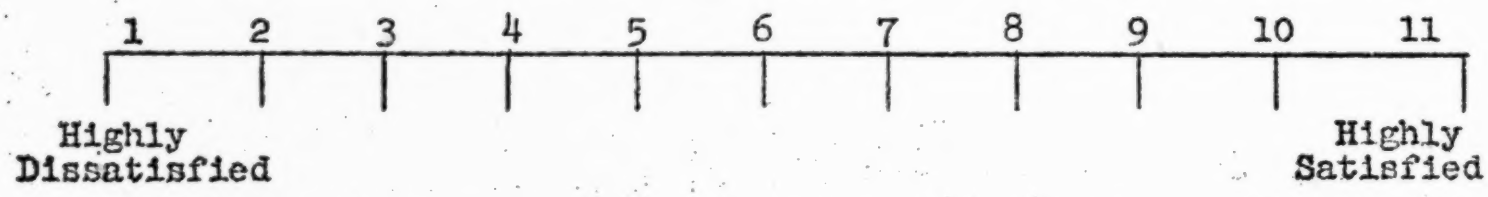
1. Considering the meeting as a whole, how satisfied are you with this conference session?



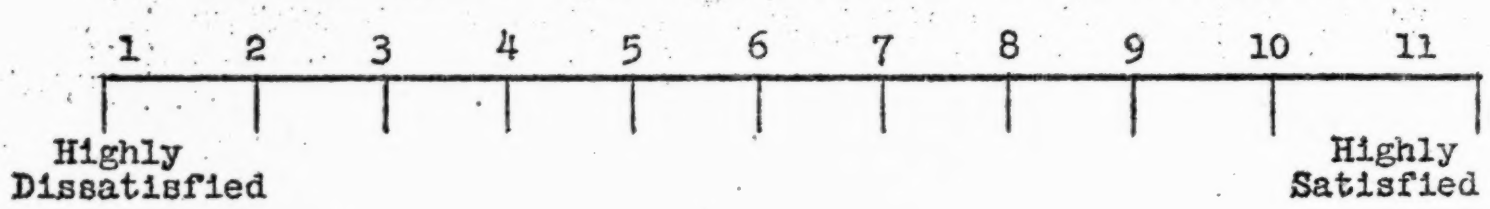
2. How satisfied are you with the decisions or conclusions reached in this conference?



3. How satisfied are you with the part you played in this conference?



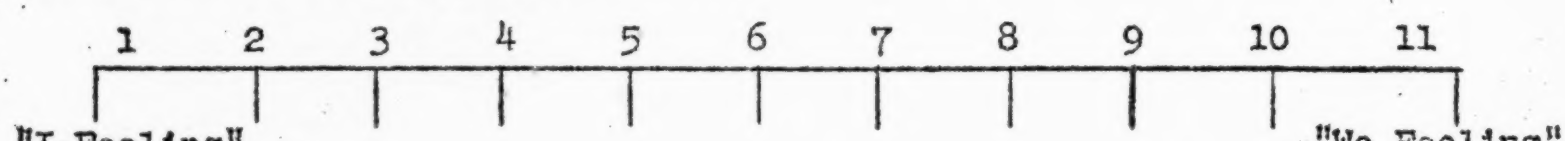
4. How satisfied are you with the leader in this conference?



5. Did the leader (check)

____a. talk too much
____b. talk too little
____c. talk about right number of times

6. Did your group reflect teamwork (we-feeling) or was disjointedness (I-feeling) predominate?



7. Comments

a.
b.
c.

Do not sign your name.

B-7

INDIANA UNIVERSITY
CONFERENCE BUREAU

CONFERENCE FOLLOW-UP FORM

Name of Conference:_____ Conf. #_____

Dates Held:_____

Please complete this form and return it in the envelope provided to the CONFERENCE BUREAU, UNION BUILDING, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA. An early response will be appreciated.

1. What was the actual registration of this conference?_____
   If you did not have a registration, what was the estimated attendance?_____

2. Of those registered, how many were from:
   This campus and Bloomington?_____
   Indiana, including local people?_____
   Region of Indiana, Illinois, Kentucky, Michigan and Ohio?_____
   The rest of the United States?_____
   Foreign countries?_____

3. Of those registered, how many were High School Students from:
   Indiana, including local people?_____
   The rest of the United States?_____

4. Was University credit given to any participants?_____

5. Were University certificates issued to any participants?_____University_____Other_____

6. Were facilities and accommodations satisfactory? (If not, please explain).

7. Were there any last minute difficulties or prearranged details that were not taken care of? (If there were, please explain).

8. Do you have any suggestions for the improvement of the handling of conferences by the University in general and the Conference Bureau in particular?

This report made by:_____ Date:_____CBG211

B-8

Georgia Institute of Technology

Department of Continuing Education

SHORT COURSE EVALUATION

(If there is insufficient space to answer any questions, please continue on back of page.)

1. Do you feel that the objective of this course was met: Yes ____ No ____

   If yes, comment: _____

   _____

   If no, why? _____

   _____

2. Supervision and planning of the course:

	Excellent	Good	Fair	Poor
	_____	____	____	____

   Comments: _____

   _____

   _____

3. Overall Instruction . . . . . Excellent Good Fair Poor

	_____	____	____	____

   Specific Instruction - Comments: _____

   _____

   _____

4. Physical Facilities . . . . . Excellent Good Fair Poor

	_____	____	____	____

   Comments: _____

   _____

   _____

5. Was the material generally presented at the correct level for this group?

Yes _____ No _____

Comments: _____

_____

_____

6. Would you recommend that your organization send other people to a course of this kind in the future?

Yes _____ No _____

Comments: _____

_____

_____

7. Overall value of the course to you. Please state in your own words.

_____

_____

_____

8. Suggestions for improvement of the course.

_____

_____

_____

9. Where did you first learn of this course?

Newspaper _____

Magazine, journals, etc. _____

Word of mouth _____

Brochure _____

Company Personnel Department _____

Other _____

UNIVERSITY OF MARYLAND

COMMERCIAL CREDIT COMPANY
MANAGEMENT DEVELOPMENT SEMINAR
DECEMBER 10-15, 1967

B-10

Program Evaluation

Column 1: Please rate each subject (session) of the program in terms of its value, importance and helpfulness to you as a manager. Rate according to the following scale:

1	-	great positive and personal value to me;
2	-	substantial positive and personal value to me;
3	-	some positive and personal value to me;
4	-	little positive and personal value to me;
5	-	no positive and personal value to me.

WRITE ONE OF THESE NUMBERS IN COLUMN 1 FOR EACH SUBJECT.

Column 2: Please rank the subjects (sessions) in terms of their value, importance and helpfulness. Place the following symbols on the line of the appropriate subject:

+1	the most valuable (etc.) subject (session);
+2	the second most valuable (etc.);
+3	the third most valuable (etc.);
-1	the least valuable (etc.) subject (session);
-2	the second least valuable (etc.);
-3	the third least valuable (etc.).

WRITE ALL SIX OF THESE SYMBOLS (+1, -2, etc.) IN COLUMN 2 FOR THE CORRESPONDING SUBJECT.

Subjects (Instructor)	Column 1 Rating		Column 2 Ranking
Management and Organization Theory (Tosi)			
Management By Objectives (Tosi)			
Planning (Carroll)			
Problem-Solving (McCain)			
Introduction to the Computer (Sprague)			
The Computer's Role in CCC Operations: Present and Future (Armstrong)			
Delegating to Subordinates (Rausch)			
Decision-Making (Rausch)			
Simulated Decision-Making (Rausch)			
Interpersonal Communication in the Organization (McCain)			
Understanding Human Behavior (Waldrop)			
Motivating Subordinates (Waldrop)			
Financial Management (Olson)			
Principles of Supervisory Training (Bartlett)			
Supervisory Training at CCC (Arrildt, McCain)			
Innovations in Personnel Management (Ivancevich)			
The Effective Manager (McCain)			

B-11

Please circle one response number for each of these items.

1. The experience of attending this seminar has been of...

   1 - great positive and personal value to me;
   2 - substantial positive and personal value to me;
   3 - some positive and personal value to me;
   4 - little positive and personal value to me;
   5 - no positive and personal value to me.

2. The sessions of this seminar have acquainted me with...

   1 - a great many new ideas and points of view;
   2 - a substantial number of new ideas and points of view;
   3 - some new ideas and points of view;
   4 - very few new ideas and points of view;
   5 - no new ideas and points of view.

3. I think that specific information from the reading materials was...

   1 - extremely useful;
   2 - quite useful;
   3 - of some use;
   4 - of very little use;
   5 - of no use at all.

4. In terms of personal changes in your practice of management, this seminar will probably produce...

   1 - a great many new practices;
   2 - a substantial number of new practices;
   3 - some new practices;
   4 - very few new practices;
   5 - no new practices.

5. In terms of changes in the parent company (if you are with the parent company) or your subsidiary, this seminar will probably produce...

   1 - a great many new practices;
   2 - a substantial number of new practices;
   3 - some new practices;
   4 - very few new practices;
   5 - no new practices.

UNIVERSITY OF CONNECTICUT

EVALUATION

B-12

During the Second Annual Industrial Ventilation and Air Pollution Conference, you have been exposed to thirteen General Sessions, plus twelve hours of classroom design work.

1. Will you indicate below:
   (a) The three most valuable General Sessions-
      1.
      2.
      3.
   (b) Sessions which you feel could have been omitted-
      1.
      2.
      3.
   (c) Sessions or subject areas which should have been added-
      1.
      2.
      3.
   (d) Do you feel that twelve hours in the design sections is enough or should we plan to have fifteen?

      _____Twelve hours is enough _____Plan for fifteen hours

2. Do you feel that the level of the conference was:
   (a) Too high (b) Just about right (c) Too elementary

3. How would you rate your general treatment on campus and in the conference:
   (a) Excellent (b) Good (c) Poor (d) Remarks:

4. If you were a member of the Planning Committee planning for next year's program:
   (a) Would you expand the air pollution session to another full day?
      _____Yes _____No
   (b) What subjects would you add?

   (c) What subjects would you delete?

   (d) Would you encourage evening classes EACH night?
      _____Yes _____No
   (e) Do you have any speakers or instructors that you would recommend as part of the staff for a future conference?

UNIVERSITY OF MICHIGAN

PARTICIPANTS EVALUATION SHEET

B-13

1. What were your objectives for attending this conference?

2. To what extent have these objectives been realized?

Not at All	Very Little	Partially Realized	Fully Realized

3. Please evaluate the sessions by responding to the following items:

A. Research Papers

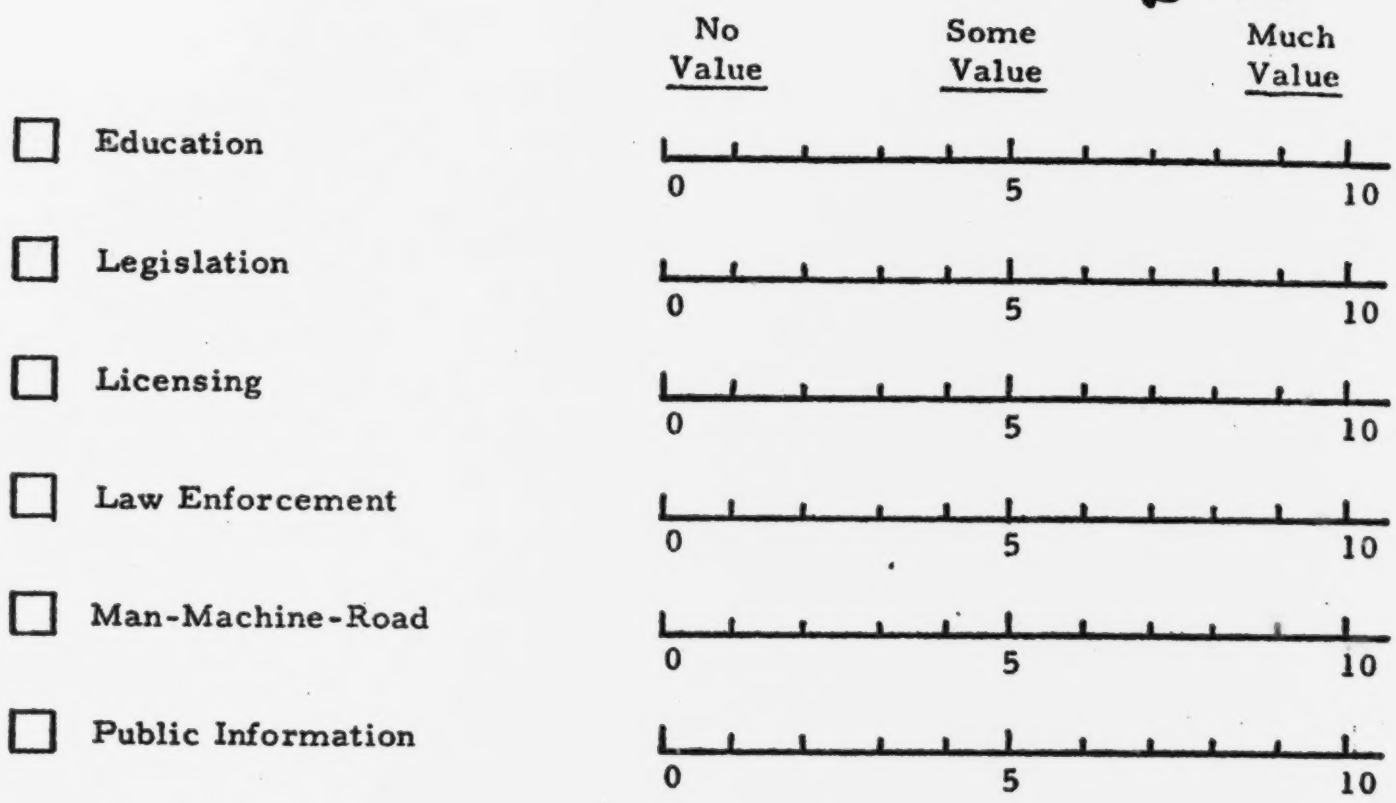
	No Value	Some Value	Much Value
Paper No. 1 . . . . . (System Analysis)	0	5	10
Paper No. 2 . . . . . (Motivations and Attitudes)	0	5	10
Paper No. 3 . . . . . (Input and Skill Development)	0	5	10
Paper No. 4 . . . . . (The Role of Alcohol)	0	5	10
Paper No. 5 . . . . . (Decision Making - Risk Taking)	0	5	10
Paper No. 6 . . . . . (Legal Sanctions)	0	5	10
Paper No. 7 . . . . . (Knowledge Utilization)	0	5	10

B. Individual Presentations — 0 5 10

C. "Safety Meets the Media" Press Forum — 0 5 10

B-14

D. Panel Discussion
(Check the panel that you participated with)



4. What part of the program was the most significant for you.

5. What part of the program was the least significant for you.

6. Suggestions for next year's Symposium.

Your principal employment:

- ☐ University or Research Institution
- ☐ Manufacturing
- ☐ Insurance
- ☐ Government
- ☐ Media
- ☐ Safety
- ☐ Other

B-15

INSTITUTE FOR CITY MANAGERS
University of Colorado
May 16-18, 1963

EVALUATION

Please help us to plan future institutes by carefully appraising this one. Your candid and frank judgments will be of great value.

PART I

Indicate your appraisal of each session by circling the appropriate number.

	Of no value		Of some value		Of great value	
THURSDAY						
The Expanded ICMA Program; a Progress Report	1	2	3	4	5	6
The Teaching of Local Government in High School, etc.	1	2	3	4	5	6
FRIDAY						
How Can Professional Standards in City Management Be Raised?	1	2	3	4	5	6
Emerging Problems in Environmental Health	1	2	3	4	5	6
The City Manager of the Future - An Optimistic View	1	2	3	4	5	6
SATURDAY						
Critical Issues Related to Incorporation, Annexation and Special Districts	1	2	3	4	5	6
City Managers' Clinic	1	2	3	4	5	6
The Use and Abuse of Internes and Administrative Assistants	1	2	3	4	5	6

PART II

Indicate your appraisal of the following items by circling an appropriate number.

	Poor		Fair		Good		Excellent	
1. Choice of program subjects	1	2	3	4	5	6	7	8
2. Choice of speakers	1	2	3	4	5	6	7	8
3. Choice of methods of presentation	1	2	3	4	5	6	7	8
4. Opportunity to participate	1	2	3	4	5	6	7	8

	Poor		Fair		Good		Excellent	
5. Physical arrangements for institute.	1	2	3	4	5	6	7	8
6. Advance information about institute.	1	2	3	4	5	6	7	8
7. Your evaluation of the over-all program.	1	2	3	4	5	6	7	8

PART III

	Yes	No	Remarks
Was the program practical?	___	___	
Did you gain much from your informal contacts during the Institute?	___	___	
Do you feel you helped anyone with his problems?	___	___	
Will you do anything differently back on the job as a result of this Institute?	___	___	
Should the Institute be repeated annually?	___	___	

PART IV

What subjects should be discussed at a future institute?

1.

2.

3.

Please make any other suggestions and comments which you feel may help us improve future institutes. Use other side if necessary.

HOUSEKEEPING MANAGEMENT

JULY 20 - 23, 1969

UNIVERSITY OF CONNECTICUT

I. Below are the subject areas covered during the Seminar on Housekeeping Management. Please rate these according to the value they had for you.

	Too Elementary	Too Advanced	Just About Right	Necessary In Program	Could Be Omitted
JULY 21					
Today's Housekeeping Worker	☐	☐	☐	☐	☐
Selecting Housekeeping Chemicals	☐	☐	☐	☐	☐
New Concepts for Supervisors	☐	☐	☐	☐	☐
Establishing Time Allowances	☐	☐	☐	☐	☐
Supervisory Development	☐	☐	☐	☐	☐
JULY 22					
Housekeeping Department Organization	☐	☐	☐	☐	☐
Techniques in Floor and Carpet Care	☐	☐	☐	☐	☐
Waste Collection and Disposal	☐	☐	☐	☐	☐
Problem Solving Session	☐	☐	☐	☐	☐
Training for Higher Productivity	☐	☐	☐	☐	☐
JULY 23					
Equipping for Productivity	☐	☐	☐	☐	☐
Management Decisions in the Use of Contract Cleaning	☐	☐	☐	☐	☐
Problem Solving Session	☐	☐	☐	☐	☐
"How To Use Your Time To Get Things Done"	☐	☐	☐	☐	☐

II. What subject areas not covered should be included in future seminars?

III. If this seminar were offered next year, what would be your recommendations as to making it more valuable for you or your co-workers?

IV. Would certification of such a course with The National Executive Housekeepers Association, Inc. be valuable in your job? YES _____ NO _____

V. Your comments (good or bad) on housing, food (where you were housed), etc.

THANK YOU

B-19

TAX AUDITORS SEMINAR
University of Colorado, Boulder, Colorado

Seminar dates _____

EVALUATION
(No signatures please)

PART I

We are interested in a meaningful appraisal of this Seminar. Your candid judgments are solicited in completing this form.

Evaluation should be based on what was accomplished in relation to what was to be accomplished. How well did the Seminar achieve the stated objectives:

Objectives	Very Well	Well	Moder-ately	Poorly
1. To sharpen the skills and perception required of Tax Auditors	___	___	___	___
2. To develop style and techniques which will improve performance and further understanding and good will toward the program and its administration	___	___	___	___
3. To stimulate the professional development of selected personnel to maintain administrative excellence within the agency	___	___	___	___
4. Review and update knowledge of auditing objectives, principles and techniques	___	___	___	___
5. Adapt basic auditing techniques to use with electronic data processing systems	___	___	___	___
6. Develop ease and clarity in writing complete, concise reports	___	___	___	___
7. Gain insight into the psychology of communication for better interviewing and public relations	___	___	___	___
8. Review concepts of administrative law as they relate to the agency, the duties and limitations of auditors	___	___	___	___

PART II

Based on the following Reaction Scale, how satisfied were you with each of the courses listed to the right?

5. Completely satisfied
4. Satisfied
3. Acceptable
2. Slightly dissatisfied
1. Dissatisfied

Each of the above numbers corresponds to a degree of satisfaction or dissatisfaction. Write the number in the square beneath each subject which most nearly reflects your satisfaction for each item listed under "Increased Information or Skills" and "Quality of Instructional Method."

I	II	III	IV	V	VI	VII	VIII
Auditing Problems	Logic and Reasoning	Auditing EDP Systems	Effective Report Writing	Interviewing Skills	Administration Law	Professional Development	Understanding Human Behavior

Increased Information or Skills covered in course through:

A. Broader view of and new insights into subject matter

B. Specific information helpful to you

C. Better understanding of basic causes of problems

D. Identity of steps involved in logical approach to problem solution

E. Appreciation of principles and their application to everyday problems

TOTAL

Quality of Instructional Method Demonstrated by:

A. Effective presentation of materials

B. Developing class receptiveness

C. Evoking animated response

D. Showing mastery of teaching techniques

E. Reflecting broad knowledge of subject matter

TOTAL

USE REVERSE SIDE FOR COMMENTS

PART III

Please read all of the following statements and check only those which best describe how you feel about this Seminar.

____ It was a richly rewarding experience.

____ I will do some things differently as a result of this Seminar.

____ I gained new knowledge about and insights into the subjects which were covered.

____ The informal conversations with my colleagues benefited me much.

____ I helped some of my colleagues with their problems.

____ The Seminar helped me realize the importance of continuing education.

____ The instruction was too general.

____ I was not really well satisfied with this experience.

____ I saw no relation between this Seminar and my everyday job.

____ We covered too much material in the time available.

____ I didn't learn anything.

PART IV

How satisfied were you with the following:

	Very Satisfied		Moderately Satisfied		Dis-satisfied	
Physical arrangements	1	2	3	4	5	6
Meals	1	2	3	4	5	6
Instructional materials	1	2	3	4	5	6
Instructors	1	2	3	4	5	6
Organization of the Seminar	1	2	3	4	5	6
Choice of subjects	1	2	3	4	5	6
Opportunity to participate	1	2	3	4	5	6
Methods of instruction	1	2	3	4	5	6
Over-all program	1	2	3	4	5	6

PART V

If another seminar of this nature is held, what subjects should be included for study? (Be specific)

Please give us the benefit of other suggestions which would improve a future seminar.

Thank you for your cooperation.

B-23

NATIONAL WORKSHOP ON CONFERENCE PLANNING

University of Maryland
January 7-12, 1968

Part I: Knowledge Acquired

This Workshop was designed to increase your understanding of conference planning. In the spaces below each session, briefly indicate the specific principles, attitudes, techniques and/or practices which represent a significant learning experience, i.e., what was learned that can be useful to you as a conference planner.

Make a distinction between (1) information which you did not know of before this Workshop, and (2) information which clarified, amplified or simplified your thinking.

Although the format encourages you to be brief and to the point, do not be general. Avoid simply saying, "I learned more about setting conference objectives." Relate the primary information you picked up in Buskey's session.

COMPLETELY NEW INFORMATION	CLARIFIED, AMPLIFIED, SIMPLIFIED INFORMATION

Attitudes Toward Conference Planning - Buskey

Roles of the Conference Center and Its Staff - Deppe

An Overview of A Systematic Program Planning Process - Buskey

The Role of Communication in the Planning Process - McCain

COMPLETELY NEW INFORMATION	CLARIFIED, AMPLIFIED, SIMPLIFIED INFORMATION

The Effective Coordinator: Personal Administrative Skills

Adult Learning - Aker

Group Interaction for Learning and Development - McCain & Aker

Identification and Appraisal of Needs, Problems & Program Ideas - Deppe

COMPLETELY NEW INFORMATION | CLARIFIED, AMPLIFIED, SIMPLIFIED INFORMATION

Case Studies on Problem Identification (Interviews) - Staff

Selection of Goals & Objectives - Buskey

Structure and Design of Programs - Buskey

The Residential Conference Center - Buskey

COMPLETELY NEW INFORMATION	CLARIFIED, AMPLIFIED, SIMPLIFIED INFORMATION

Operating Conference Programs - Deppe

Workshop Sessions - To Develop A Program - Staff

The Effective Coordinator: A Critique of Programs Developed by Groups - Staff

Evaluation of Short Term Educational Programs - Staff

Part II: General Evaluation

Please write your answers to the following questions. If you need additional space for any item, use the back of a page, but indicate the question number you are responding to.

1. What is your opinion about the length (number of days) and schedule (8:30 - 5:00; evening sessions; coffee, lunch and dinner breaks) of the Workshop?

2. In considering the Workshop in its entirety, what opinions do you have about its practical value?

3. What changes would you make in the program if it were to be conducted again for another group of conference planners? Be specific! (Complete your answer on the reverse side of this page.)

4. It was the responsibility of John Buskey as Workshop Chairman to plan the program, select instructors, orient the staff, and conduct evaluations. Please evaluate him in terms of his fulfillment of these responsibilities.

5. In terms of your personal effort and drive to get the most out of what was provided during the Workshop, evaluate yourself. (Check one)

excellent	_____
good	_____
average	_____
below average	_____
poor	_____

6. What were the strengths of the Workshop?

7. What were the weaknesses of the Workshop?

8. What are your opinions about the reading materials and assignments for the Workshop?

9. Please read all of the following statements. Then, circle the letter preceding all those that state how you feel about the Workshop as a whole.

a. It was one of the most rewarding experiences I have ever had.
b. Exactly what I wanted.
c. I hope we have another one in the near future.
d. It provided the kind of experience that I can apply to my own situation.
e. It helped me personally.
f. It solved some problems for me.
g. I think it served its purpose.
h. It had some merits.
i. It was fair.
j. It was neither very good nor very poor.
k. I was mildly disappointed.
l. It was not exactly what I wanted.
m. It was too general.
n. I am not taking any new ideas away.
o. It didn't hold my interest.
p. It was much too superficial.
q. I leave dissatisfied.
r. It was very poorly handled.
s. [illegible]dn't learn a thing.
t. [illegible]as a complete waste of time.

10. In one sentence summarize your current thinking about the Workshop.

Part III: Instructor Evaluation

As you recollect each session of the Workshop, mark your impression regarding the session on the two items below. To indicate your impression circle the proper number.

How important was the subject or discussion topic for you?	Did the presentation have clear and to the point explanations?
Column A	Column B
Most important----------5	Exceptional----------5
Very important---------- 4	Very good---------- 4
Some importance---------- 3	Good---------- 3
Little importance---------- 2	Fair---------- 2
No importance---------- 1	Poor---------- 1

Session (Instructor)	Rating Column A	Rating Column B
Attitudes Toward Conference Planning (Buskey)	5 4 3 2 1	5 4 3 2 1
Roles of Conference Center and Staff (Deppe)	5 4 3 2 1	5 4 3 2 1
Program Planning Process (Buskey)	5 4 3 2 1	5 4 3 2 1
Communication in Planning Process (McCain)	5 4 3 2 1	5 4 3 2 1
Adult Learning (Aker)	5 4 3 2 1	5 4 3 2 1
Group Interaction for Learning and Development (McCain-Aker)	5 4 3 2 1	5 4 3 2 1
Identification and Appraisal of Needs, etc. (Deppe)	5 4 3 2 1	5 4 3 2 1
Case Studies: Problem Identification (Staff)	5 4 3 2 1	5 4 3 2 1
Selection of Goals and Objectives (Buskey)	5 4 3 2 1	5 4 3 2 1
Structure and Design of Programs (Buskey)	5 4 3 2 1	5 4 3 2 1
Residential Conference Centers (Buskey)	5 4 3 2 1	5 4 3 2 1
Operating Conference Programs (Deppe)	5 4 3 2 1	5 4 3 2 1
Workshop Sessions: To Develop a Program (Staff)	5 4 3 2 1	5 4 3 2 1
The Effective Coordinator: A Critique of Programs Developed by Groups (Staff)	5 4 3 2 1	5 4 3 2 1
Evaluation (Staff)	5 4 3 2 1	5 4 3 2 1

UNIVERSITY OF BRITISH COLUMBIA

B-32

WORKSHOP FOR MANPOWER TRAINING STAFF

July 29 - August 16, 1968

EVALUATION FORM

Note: Would you please sign this evaluation so that its meaningfulness can be interpreted in the light of your entering behaviour.

B-33

Training-of-Trainers Workshop

Evaluation Form

	My knowledge has increased				Knowledge is Pertinent to my job	
	Yes	No	Insignificantly	Moderately	Extensively	Yes	No
I. IN MY JOB, I HAVE PLANNED TRAINING PROGRAMS, INCLUDING:							
1. determining training needs of participants							
a. from their viewpoint							
b. from their supervisor's viewpoint.....							
c. from my knowledge of the field and of what they need to know.....							
2. deciding on objectives for the program.....							
3. deciding how the participants' learning is to be evaluated.....							
4. selecting and sequencing learning activities (what should be the subject matter and what methods and techniques would be best).....							
5. planning with instructors and resource persons re their participation.....							
6. looking after administrative details in connection with plans for the program.....							
II. IN MY JOB I HAVE CONDUCTED TRAINING PROGRAMS, INCLUDING:							
1. serving as "instructor" or "director" myself.....							
2. doing some instructing but mainly coordinating sessions conducted by others.....							
3. serving as administrator only, while others are responsible for the conduct of the sessions...							

III. WITH RESPECT TO THE FOLLOWING METHODS AND TECHNIQUES,	II. My Knowledge Has Increased					Knowledge is Pertiner to my job	
	Yes	No	Insignificantly	Moderately	Extensively	Yes	No
I have used the following in my work							
1. conference							
2. institute							
3. class							
4. workshop							
5. buzz group							
6. discussion group							
7. role-play							
8. case study							
9. case incident							
10. demonstration							
11. sensitivity training							
IV. WITH RESPECT TO THE FOLLOWING INSTRUCTIONAL AIDS,							
I have used the following in my work							
1. Flip chart							
2. Chalk-board							
3. Film (moving picture)							
4. Film strips or slides							
5. Tape recorder							
6. Video-tape							
7. Flannel-board							

III.

V. Please comment on any of the following topics about which you feel strongly with regard to how they were applied to this course:

1. opportunity to practice
2. reinforcement
3. knowledge of results
4. common interests or needs of participants' identified
5. goals set for the learning activity
6. topics developed
7. appropriateness of selected resources
8. appropriateness of selected educational techniques
9. each session outlined and various responsibilities carried out
10. evaluation planned

IV.

VI. Was the workshop method as used in this course the best method?
Please comment

Further Comments:

V.

1. Re length of the Workshop:

   _____ a. Three weeks was about right.

   _____ b. Two weeks would be sufficient if time could be saved by cutting down on certain areas, such as:

2. Would you have liked more assigned reading during the workshop____Yes; ____No.

   Would you have liked more guidance in your reading - e.g. a "basic" list of selected chapters in about 5 books? ____Yes; ____No.

3. Was the amount of free time: (please check)

   Too little ——— about right ——— Too much

4. Was the balance of (time with guest lecturers
   (time in other Workshop activities

   about right, or would you have preferred (check one)

   _____ more time with guest lecturers

   _____ less time with guest lecturers

B-38

Seminar for Purchasing Agents
Washington University
Fall 1967

Participant Evaluation

The Pro-D Committee and Washington University would appreciate your candid opinions about the following aspects of the 1967 "Management of the Purchasing Function" seminar.

1. The length of each session (2½ hours) was -

_____ Too long (I suggest:
_____ About right
_____ Too short (I suggest:

2. The number of sessions (6) was -

_____ Too many (I suggest:
_____ About right
_____ Too few (I suggest:

3. The advance material publicizing the program (did _____) (did not _____) give a fair indication of what the seminar would be like. Specifically, my objections are:

4. The number of participants was -

_____ Too large (I suggest:
_____ About right
_____ Too few (I suggest:

5. The physical facilities were -

_____ Adequate
_____ Inadequate

6. The amount of advanced reading assignments was -

_____ Too heavy (Sessions:
_____ Reasonable
_____ Too light (Sessions:

7. As to teaching methods, I would prefer -

_____ The methods as used, more or less.
_____ More lectures, less case discussion.
_____ More case discussion, less lectures.
_____ More use of small group discussions-and-reports.
_____ Other (I suggest:

8. The seminar stressed the principles of general management, forecasting, managerial planning, and managerial control. Examples and case materials from purchasing were used; however, it was not the primary objective of the seminar to study particular policies and procedures of purchasing.

_____ I was satisfied with both the general objective of the seminar and the general topics covered each week.
_____ I was satisfied with the general objective of the seminar. Nevertheless, some more time should have been spent on the following aspects of purchasing:

_____ I was dissatisfied with the general objective of the seminar. The primary stress should have been upon the following purchasing policies and procedures:

_____ I was dissatisfied with the general objective of the seminar. A seminar such as this should select one or at most two specific topics and devote the entire time to their analysis. I would suggest these specific topics as the one or two:

9. Evaluate each of the six sessions as "very good", "satisfactory", or "unsatisfactory" with respect to the following three characteristics:

	Very Good	Satisfactory	Unsatisfactory
a. Educational value of the session's subject matter:			
Session 1	____	____	____
" 2	____	____	____
" 3	____	____	____
" 4	____	____	____
" 5	____	____	____
" 6	____	____	____
B. Teaching methods used:			
Session 1	____	____	____
" 2	____	____	____
" 3	____	____	____
" 4	____	____	____
" 5	____	____	____
" 6	____	____	____
c. Quality of the instruction:			
Session 1	____	____	____
" 2	____	____	____
" 3	____	____	____
" 4	____	____	____
" 5	____	____	____
" 6	____	____	____

10. If I had it to do over again, I (would ____) (would not ____) enroll in this seminar.

11. I (would ____) (would not ____) suggest to my subordinates and/or colleagues in my business or the Purchasing Agents' Association that they enroll in this seminar next year.

12. Other suggestions and comments:

CONFIDENTIAL EVALUATION OF PPT SUPERVISORY DEVELOPMENT PROGRAM

(Give us your honest and frank opinion about both the good and the bad of the course.)

1. Following is an outline of the material covered in the PPT Supervisory Program. Check the appropriate blanks for each of these subjects.

	Keep As Is	Change But Keep	Drop
Problem Solving and Decision Making	____	____	____
Nichols Tape on Effective Listening	____	____	____
Blueprint Reading	____	____	____
Discussion of Specifications	____	____	____
Supervisor's Planning Job	____	____	____
CPM and PERT	____	____	____
Safety	____	____	____
Job Problems Presented by Students	____	____	____
Economics of the Industry	____	____	____
Cost Control	____	____	____
Other Controls--Materials, Supply Tools, etc.	____	____	____
Face to Face Communications	____	____	____
Public Relations	____	____	____
International and Historical Comparisons of Management	____	____	____
Individual Differences in People	____	____	____
Needs and Goals of People	____	____	____
Personality Types	____	____	____
Sociology of People	____	____	____
Leadership and Authority	____	____	____

COMMENTS:

_____

_____

_____

_____

2. What other things should be included in the program? (Don't worry about the number of weeks involved at this time.)

B-42

A discussion of labor laws. Yes ____ No ____

An introduction to estimating. Yes ____ No ____

Effective material handling and storage on construction jobs. Yes ____ No ____

Other sessions you think should be added.

_____

_____

_____

3. Should there be more technical sessions on job know how? Yes ____ No ____

4. Should there be more speakers from Management? Yes ____ No ____

5. Do you really think you have profited from the program? Yes ____ No ____
Why?_____

_____

_____

6. Do you think the length of the course should be reduced? Yes ____ No ____
If so, what would be the ideal number of weeks? _____

7. If the course is reduced to 20 weeks, should there be a break in the middle?
Yes ____ No ____

8. The sessions were held from 7:00 p.m. to 9:30 p.m.--do you think this should be changed? Yes ____ No ____ . If so, at what hours should the program be offered? _____

9. What nights of the week do you think best? _____

10. If you had it all to do over again would you have taken this Program?
Yes ____ No ____

11. Would you, at some time in the future, be interested in a short refresher course of 6 to 8 sessions? Yes ____ No ____

12. Would you recommend this course to a friend, fellow employee with supervisory potential or to another supervisor? Yes ____ No ____

13. Should there have been more reading assignments? Yes ____ No ____

ERIC Clearinghouse
APR 27 1970
on Adult Education